Pearson Edexcel

A level in Japanese

Getting ready to teach

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Objectives

- Explore the question papers and mark schemes and take part in activities
- Look at teaching and learning strategies for integrating newer elements of the course
- Find out more about the support available to guide you through these changes
- Have the opportunity to network, discuss best practice and share ideas with other teachers

Agenda

- A level reforms and new requirements for Japanese
- Overview of new specification content
- Themes
- Paper 2 Assessment content
- Teaching and learning activities
- Paper 1 Assessment content
- Teaching and learning activities
- Paper 3 Assessment content
- Teaching & learning activities
- Support and resources

Languages for All

- Content that engages, inspires and motivates your students
- Manageable content and clear, structured assessment
- Assessments that enable all students to reach their potential
- Rich choice of popular and accessible works covering contemporary and classical titles from a range of directors and authors
- Straightforward and clear mark schemes
- Specification that builds transferable skills for progression to Language or other degrees

AS & A level reforms

- This qualification is offered at A level only.
- All new A levels are fully linear. This means that all 3 papers must be taken in the same examination session at the end of the course.
- The new A level is for first examination in 2020.

Key changes

- A listening assessment has been added.
- ‘Topics and texts’ are now ‘Texts and Films’.
- A synoptic task assessing mixed skills has been added (listening, reading and writing).
- The kanji list has been updated.
- Renewed focus on culture with a specific assessment objective (AO4) that assesses knowledge and understanding of the TL culture

Themes

All teaching and assessment will be centred around the following four themes:

テーマ 1：変わっていく若者の生活

テーマ 2：変わっていく文化

テーマ 3：変わっていく人生観

テーマ 4：東日本大震災後の日本

A detailed look at the themes

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テーマ 1： 変わっていく若者の生活

教育

教育制度やその改革（ ゆとり教育以降 ）： 試験や塾: 文部科学省によるカリキュラム管理

若者の健康（ 身体面と心理面 ）

若者にかかるプレッシャー: それが健康や食生活に与える影響: いじめ

自由研究のテーマ

家族関係や人間関係

伝統的な家族構成: 核家族: 家庭内の人間関係

A detailed look at the themes

テーマ　**2**：変わっていく文化

変わるポピュラー・カルチャー
アニメや漫画：音楽：武道・武術

テクノロジーの影響
　　テクノロジーの進歩：ロボット：オートメーション

自由研究のテーマ
変わっていく行事
伝統的な祭りや現代的なイベント：イベントや祭りと観光業の影響：西洋行事の流入

A detailed look at the themes

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テーマ 3：変わっていく人生観

変化する労働
終身雇用制度の崩壊：仕事に対する意識の変化：仕事のための移住

長引く不景気
日常生活への影響：政府の対応：経済の国際化：移住外国人労働者の受け入れ

自由研究のテーマ
高齢化社会
高齢者の孤立：家族からのサポート：社会的支援

A detailed look at the themes

テーマ 4：東日本大震災後の日本

3 月 **11** 日とその直後

地震と津波の被害：避難生活：救出と援助：海外の反応

復興への政策

被災地の立て直し：ボランティアや国民の団結：困難を乗り切る力：心のケア

自由研究のテーマ

福島原発事故後の省エネ生活

日常生活の中の省エネ：エネルギー供給をめぐる議論：省エネに関する昔の知恵

Delegate Activity 1

Talk with the person next to you about the themes:

- Which do you feel confident teaching?
- Which do your learners enjoy?
- Which are you concerned about?
- Do you have suggestions of good resources to use?

Assessment Objectives

		Weighting
AO1	Understand and respond in writing to spoken language drawn from a variety of sources	20%
AO2	Understand and respond in writing to written language drawn from a variety of sources	30%
AO3	Manipulate the language accurately, in written forms, using a range of lexis and structure.	30%
AO4	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries where the language is spoken.	20%

Breakdown of assessment objectives

	Assessment Objectives				
	AO1 %	**AO2 %**	**AO3 %**	**AO4 %**	**Total for all Assessment Objectives**
Paper 1:Translation into English, reading comprehension and writing (research question)		25	5	10	40%
Paper 2:Translation into Japanese and written response to works			20	10	30%
Paper 3: Listening, reading and writing	20	5	5		30%
Total for GCE A level	**20**	**30**	**30**	**20**	**100%**

Section	Assessment 2 hours 30 minutes 40%
Section A: Translation into English (20 marks)	• An unseen passage to be translated from Japanese into English.
Section B: Reading (20 marks)	• A reading assessment based on a variety of text types and genres. • Students must respond to a series of comprehension questions.
Section C: Writing (research question) (40 marks)	• A reading and writing question based on an aspect of the student's chosen research subject. • Students read a text and then answer a question. • Students must use information and ideas both from the text and their research findings.

Section	Assessment 2 hours 40 minutes 30%
Section A: Translation into Japanese (20 marks)	• An unseen passage to be translated from English into Japanese.
Section B: Written response to works (literary texts) (45 marks)	• An extended response on either one or two of the prescribed literary texts. • Students select one question from a choice of two. • If a student answers questions on two literary texts, they do not complete Section C.
Section C: Written response to works (films) (45 marks)	• Students who answer only one question from a literary text in Section B must write an extended response on one of the films. • Students select one question from a choice of two.

Section	Assessment 2 hours 15 minutes 30%
Section A: Listening comprehension (30 marks)	• A listening assessment based on a recording that features male and female Japanese speakers. • Students respond to comprehension questions.
Section B: Listening, reading and writing questions (30 marks)	• Students summarise a listening source and a text that are based on the same sub-theme. • Students evaluate the points of view in both sources, stating which views they agree with and why.

A more detailed look at each paper

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Paper 2 Translation into Japanese and written response to works

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Section A Translation into Japanese

- Students must translate an unseen text from English into Japanese.
- The content of the text will be from one of the themes.
- 30 minutes (recommended timing)
- 20 marks
- Points based mark scheme in 20 sections

Section A Translation into Japanese

Question from SAMs (p.45)

Every year the Embassy of Japan in London runs a competition called ‘Manga Jiman’. Artists have to create a story around a theme; this year’s theme was ‘Bright Young Things’. The top prize is two return flights to Japan.

On Friday 18 March 2016, the Otaku News Team went to the awards ceremony. The entries were on display and before the winners were announced, guests discussed who they thought would win. The hospitality was amazing. Everyone particularly enjoyed the silver trays of sushi.

Sections B and C:Written response to works (literary texts/films)

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- Students must answer two questions
- They may answer at least one question on a literary text (from Section B) and one question on a film (from Section C) OR two questions on a literary text. They must NOT answer two questions on a film.
- Each question offers a choice of essay title (a) or (b)
- The answers are written on □□□□.
- Recommended length of each essay is 600-700 characters

Prescribed literary texts

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Students MUST study one of these, and may study two.

- どんどん読めるいろいろな話、秋元 美晴・糸川 優 編著、 1991 (short-story collection)
- キッチン、吉本ばなな、 1998 (novel)
- 窓際のトットちゃん、黒柳徹子、 1991 (autobiography)

Example from SAMs (p.57-58)

どんどん読めるいろいろな話

- **(a)** 「どんどん読めるいろいろな話」の話の中で、不思議な世界は、どのように作り出されていますか。「どんどん読めるいろいろな話」の話から最低三つにふれて、説明しなさい。

OR

- (b) 「どんどん読めるいろいろな話」の話を通して、登場人物、また、読者はどんなことを学びますか。「どんどん読めるいろいろな話」の話から最低 三つにふれて、分析しなさい。

Example from SAMs

キッチン （ 吉本ばなな ）

- **(a)** 桜井みかげが人のために料理を作ってあげることには、どんな意味がありますか。説明しなさい。

OR

- **(b)** 吉本ばななは、「キッチン」の中で、社会から外れた人の立場をどのように表現していますか。考察して、あなたの意見を述べなさい。

Example from SAMs

窓際のトットちゃん （ 黒柳徹子 ）

- **(a)** 校長先生が作った「トモエ、トモエ、トモエ」という校歌は、校長先生の教育方 ほうしん 針をどのように表していますか。説明しなさい。

OR

- **(b)** 校舎が電車であるということは、生徒たちにとって、どんな意味がありますか。考察して、あなたの意見を述べなさい。

Section C:Written response to works (films)

- Students MAY answer one question from section C.
- They MUST answer one question from section C if they only answered one question in section B.
- Each question offers a choice of essay title (a) or (b)
- The answers are written on □□□□.
- 600-700 characters

Prescribed films

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Students MAY study one of these.

- 千と千尋の神隠し、宮崎駿監督 (2001)
- ディア・ドクター、西川美和監督 (2009)
- 誰も知らない、是枝裕和監督 (2004)

Filming techniques

- If students are studying a film, they will need to think about filming techniques such as:
- Camera work
- Sound
- Position of characters
- Lighting
- Music
- Colours
- Movement

Filming techniques

- Aspects that questions may include:
- Why did the director use that technique?
- What is the impact on the viewer?
- Are the techniques effective? Why or why not?

Example questions from SAMs (p. 54-55)

千と千尋の神隠（宮崎駿）

(a) 「千と千 尋の神隠」には、アニメらしい工夫が いくつかあります。 それらは、どのように使われていますか。考察して、あなたの意見を述べなさい。

OR

(b) 「千と千尋の神隠」の中で、登場人物の名前には重要な意味があります。どのように重要ですか。分析しなさい。

Example questions from SAMs

ディア・ドクター （ 西川美和 ）

- **(a)** 「ディア・ドクター」の話の中で、いなかの医療と都会の医療はどのように表されていますか。理由も含めて、あなたの意見を述べなさい。

OR

- **(b)** 「ディア・ドクター」の最初の場面は、映画全体の展開に効果的です。どうしてですか。分析しなさい。

Example question from SAMs

誰も知らない （ 是枝裕和 ）

- **(a)** 「誰も知らない」の話の中で、大人はどのように表現されていますか。分析しなさい。

OR

- (b) 「誰も知らない」の話の中で、明と京子の行動は、お母さんがいなくなったあと、どのように変わりますか。考察して、あなたの意見を述べ なさい。

Texts and Films Questions Marking

- These essays are marked according to 3 mark grids. (Specification, p. 24 – 27).
- The marking criteria are:
  - Critical analysis and response (20 marks)
  - Range of grammatical structures and vocabulary (15 marks)
  - Accuracy of language (10 marks).

What is required in sections B and C

- Have a detailed look at the mark scheme.
- Note the importance of critical analysis.
- Essays must be critical and analytical, not purely descriptive. (Students will lose marks if they simply re-tell the story).
- Supporting evidence must be given from the text or film.

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Paper 3 Listening, reading and writing

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Section A Listening Comprehension

- 4 questions, requiring a mixture of responses eg multiple choice, short answer open response.
- Includes inference questions.
- Students will have individual control of the recording.
- Recommended time 45 minutes.
- 30 marks.
- Marked according to a points-based mark scheme.

Section A (Listening Comprehension)

- SAMs p. 82 – 87
- Where an open-response, written answer is required, this must be in Japanese.
- Note form is acceptable, whole sentences are not required.
- Students should not transcribe whole chunks.
- Question 3 (b) (i) requires a summary.
- Recordings of the SAMs may be found on the website.

Section B Listening, reading and writing

- Students listen to a recording and read a written text.
- Students summarise **points of view** in both sources.
- Students answer a question in writing which requires them to evaluate the **viewpoints** in both sources.
- Students draw conclusions.
- Recommended time 1 hour 30 minutes.
- 30 marks.
- Students should write approximately 400 – 500 characters.

- Question 5 (a) – students note down 4 key points about **opinions / viewpoints** from a spoken passage.
- Question 5 (b) – students note down 4 key points about **opinions / viewpoints** from a written passage.
- The theme and content of 5 (a) and 5 (b) will be **the same**.

Section B Listening, reading and writing

- In section 5 (c), students must write in Japanese.
- They must evaluate both points of view.
- They must state their own conclusion.
- The writing is assessed on 3 criteria according to levels-based mark grids:
  - understand and respond to spoken language (6 marks)
  - understand and respond to written language (6 marks)
  - accuracy and range of language (10 marks)

A look at the SAMs

- The synoptic question (question 5, parts (a), (b) and (c)) is on p. 95 – 90 of the SAMs. (Candidates work backwords through the exam paper for this section).

Paper 1

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Translation into English, reading comprehension and writing (research question)

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Section A Translation into English

- A short passage to be translated from Japanese into English.
- Based on one of the themes.
- Points based mark scheme.
- Recommended time 20 mins.
- 20 marks.

Translation into English SAMs question (SAM p.27)

2027 [illegible]

Section B Reading Comprehension

- 4 different passages to read.
- One is a literary text but this will **not** be from one of the set texts (building on GCSE).
- Different types of question – multiple choice, short, open-response answers and so on.
- Recommended time 45 minutes.
- 20 marks.
- Points based mark scheme.
- See SAMs pages 2 to 14.

The research topic

- Students have a choice of 4 research topics. There is one research topic linked to each Theme (see p. 8 and 9 of specification)
- Students choose one and research it **independently**
- It is important that this is independent research. Guidance on what help teachers can / cannot offer is on p. 12-13 of the specification.
- They must use at least 2 authentic sources.
- The focus is on understanding an aspect of Japanese culture.

Teachers can

- Give guidance on developing research skills.
- Give guidance on the content of the research subjects.
- Comment on the availability of resources and time constraints.
- Advise and direct students to the Assessment Objectives.

Teachers must

- Explain what independence means.
- Confirm that students' research meets all of the aspects of the research subject.
- Ensure that students do not intend to use any of the literary works or films they have studied for Paper 2.
- Monitor the research subjects and make sure that students are not working together.

Teachers must not

- Teach the content of the research subjects.
- Provide sources.

Section C Writing (Research Question)

In the exam:

- Students choose ONE question.
- Recommended time 1 hour 25 minutes.
- Write 600 to 700 characters.
- Write on □□□□

It is vital that

- Students use information from the text printed in the exam paper.
- Students bring in extra information from their own research.
- Students address the bold statement printed at the bottom of the written text which is linked to the question and the research subject.

Example question from the SAMs

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SAMs p. 23 Reading passage:

[illegible]

[illegible]

The question

下のコメントを読みなさい。

「両親や祖父母の仕事は、その子どもに影響を与えます。」

あなたの自由研究と上の文章の両方を考察して、上のコメントに関する あなたの意見を述べなさい。

Marking of research question

There are three levels-based mark grids to be applied to this question.

These are:

- knowledge and understanding of society and culture (via research) (20 marks)
- understand and respond to written language in writing (10 marks)
- accuracy and range of language (10 marks)
- See specification p. 16 – 19.

Preparing students for the research question

- Have a detailed look at the mark scheme.
- Note that students gain most marks for their research rather than for their referencing of the unseen text.
- Students must link their research to the unseen text. However, the point of the exercise is not to analyse the unseen text.

Plenary

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Teaching and learning support

- Support around literary works and films
- Support around independent research project

- https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/japanese-2018.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials

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Thank you!

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